GUNNERSBURY
CATHOLIC SCHOOL

KEY STAGE 4
CURRICULUM GUIDE
2024-2026

Dear Parent/Guardian

Your son has now entered the transition phase between Key Stage 3 and Key Stage 4. I am sure that you will have found the last three years to have gone by very quickly!

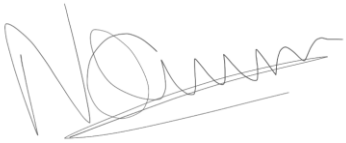
In Key Stage 4 students undertake GCSE courses which provide the foundation for their A-level study or other post-16 pathways. Pupils in Year 10 and 11 study a common curriculum of Religious Education, English Language, English Literature, Mathematics, Science and French along with History or Geography. They may also choose an optional subject to study – these are detailed within the curriculum guide.

Towards the end of this academic year your son and his peers will be placed into sets for studying Religious Education, English, Mathematics and Science in Year 10. The population of each set will be informed by the pupil KS3 assessments throughout the year. The classes shall be specific to the students' ability and the associated support required to enable each pupil to reach his potential. As such, particular classes will have extra English and/or Mathematics lessons timetabled to ensure the success of these students. In Key Stage 4, period 8 may be utilised within the timetable of our students – particular those requiring additional lessons in English, Mathematics and Science.

As determined by their KS3 performance pupils will study GCSE Science over the two years at KS4 to either triple award or double award. To further their academic outcomes identified students will also undertake further qualifications in BTEC Tech Award in Sport and BTEC Tech Award in Enterprise. Each of these qualifications is equivalent to a full GCSE.

This is an exciting stage in your son's life as he embarks upon the next stage in his schooling and journey towards his future career. As ever we will endeavour to provide the very best education for your son, enabling him to achieve academically, grow spiritually and develop the full range of his abilities.

Yours faithfully



Mr N Quinn
Assistant Headteacher

Introduction to the Choice Process for Your Son's Academic Pathway

As you get older, you are given more choice over what you study. You are allowed to stop studying some subjects. You will spend more time studying other subjects and have the opportunity to study some new ones.

CORE SUBJECTS

In Year 10 and Year 11 (Key Stage 4) you are required to continue taking the following courses:

English Language and English Literature	Mathematics
Religious Education	Science
French	Games
Living Faith (personal, social health and careers education)	

ADDITIONAL SUBJECTS

You will also choose up to two of the following **'additional'** courses:

Art	History
Business Studies	Music
Computer Science	Physical Education
DT (Resistant Materials)	Btec Tech Award in Enterprise
Geography	Btec tech Award in Sport

GCSEs

The government has introduced new GCSEs. These have more content and are more challenging than the previous GCSEs. They are graded 9-1 with a grade 5 equivalent to an old high C / low B grade.

CORE SUBJECTS

ENGLISH LANGUAGE

AQA

Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.
GCSE English Language is designed on the basis that students should read and be assessed on high quality, challenging texts from the 19th, 20th and 21st centuries. Each text studied must represent a substantial piece of writing, making significant demands on students in terms of content, structure and the quality of language. The texts, across a range of genres and types, should support students in developing their own writing by providing effective models. The texts must include literature and extended literary non-fiction, and other writing such as essays, reviews and journalism (both printed and online).

**The preparation and assessment of Spoken Language is a compulsory requirement of the GCSE. It will appear on all students' certificates as a separately reported grade, alongside the overall grade issued.

Assessment	
Paper 1: Explorations in Creative Reading and Writing **Written exam (50%)** Paper 2: Writers' Viewpoints and Perspectives **Written exam (50%)** **Non-examination Assessment: Spoken Language	For both papers, there is **one tier** of entry, **covering GCSE grades 9-1.**
Resources **Textbooks:** AQA English Language Student book 1 and 2 Oxford AQA English Language Student book- result and success Hodder AQA English Language progress Student book Cambridge **Revision guides:** GCSE English AQA Revision & Practice Book for the Grade 9-1 -Scholastic **Useful websites:** www.bbc.co.uk/bitesize and also on YouTube-Mr Bruff videos will talk students through model answers etc.	

Associated career opportunities
As well as being a basic requirement from most post-16 education options and employers, English can lead onto a range of careers. Examples include journalism and publishing, but any job which needs high levels of communication skills (from social worker to TV presenter) and the ability to write well (for example, any office based job) benefits from English. Even very active or practical jobs will contain an element that requires the skills you develop in English.

ENGLISH LITERATURE

AQA

In studying the set texts students should have the opportunity to develop the following skills.

Reading comprehension and reading critically

1. literal and inferential comprehension **:** exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly; explaining motivation, sequence of events, and the relationship between actions or events
2. critical reading: identifying the theme and distinguishing between themes; supporting a point of view; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation;
3. evaluation of a writer's choice of vocabulary, grammatical and structural features
4. comparing texts

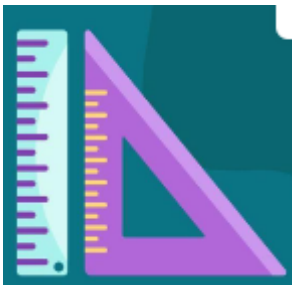
Writing

5. producing clear and coherent text and writing effectively about literature for a range of purposes such as : to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references
6. accurate Standard English : accurate spelling, punctuation and grammar

*For Paper 1, students study and analyse one Shakespeare play and one 19th century novel.
**For Paper 2, students study and analyse one modern text (prose or drama) and a selection of poetry.

Assessment	
*Paper 1: Shakespeare and the 19th century novel **Written exam (40%)** **Paper 2: Modern texts and poetry **Written exam (60%)**	For both papers, there is **one tier** of entry, **covering GCSE grades 9-1.**
Resources It is advised that all students have their **own copy** of 'Macbeth', 'A Christmas Carol' and 'An Inspector Calls' if they have not already purchased these then this should be done before September. It does not have to be from the school. **Revision guides**- CGP Poetry and Snap Revision guides for the three Literature texts can be purchased at a reduced price from the school in Year 11 **Revision guides recommended**- CGP- Literature texts AQA GCSE 9-1 English Language and English Literature Workbook (Collins GCSE 9-1 Revision) **Useful websites:** www.bbc.co.uk/bitesize and also on YouTube-Mr Bruff videos will talk students through model answers etc.	

MATHEMATICS



EDEXCEL

The aims and objectives of the GCSE in Mathematics are to enable students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

The assessments will cover the following content headings:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability and statistics

Foundation Tier content	Higher Tier content
Number: 25%	Number: 15%
Algebra: 20%	Algebra: 30%
Ratio: 25%	Ratio: 20%
Geometry: 15%	Geometry: 20%
Probability + Statistics: 15%	Probability + Statistics: 15%

Assessment

Paper 1 is a non-calculator assessment **Written exam (33.3%)** Paper 2 is a calculator assessment **Written exam (33.3%)** Paper 3 is a calculator assessment **Written exam (33.3%)**	Two tiers of entry are available: Foundation and Higher (content is defined for each tier). Students are entered for **either** Foundation tier **or** Higher tier, **covering GCSE grades 9-1.**

Resources

Collins Edexcel GCSE Maths Higher/Foundation Student Book – school textbook, kept in school.
Collins Edexcel GCSE Maths Higher/Foundation Practice Book – homework book, provided by school, kept at home.
Revision guides and revision workbooks encouraged to buy themselves (available on the school website):

- Pearson REVISE Edexcel GCSE (9-1) Mathematics Revision Guide (Higher or Foundation)
- Pearson REVISE Edexcel GCSE (9-1) Mathematics Revision Workbook (Higher or Foundation)
- CGP GCSE Mathematics for the Grade 9-1 course: The Revision Guide (Higher or Foundation)
- CGP GCSE Mathematics for the Grade 9-1 course: The Workbook (Higher or Foundation)

Websites: vle.mathswatch.co.uk; www.mathsgenie.co.uk; www.corbettmaths.com; connect.collins.co.uk; www.sparxmaths.com

Associated career opportunities

There are many areas of work associated with mathematics including medicine, business management, financial sector work, engineering and many more.

SCIENCE

AQA

The key characteristics of this course are:

- Developing an interest in, and enthusiasm for Science.
- Developing scientific knowledge and conceptual understanding of Science.
- Developing an understanding of the nature, processes and methods of Science.
- Developing and learning to apply observational, practical, modelling, enquiry and problem-solving skills.
- Developing the ability to evaluate claims based on Science through critical analysis of methodology, evidence and conclusions, both qualitatively and quantitatively.
- Acquiring scientific skills, knowledge and understanding necessary for progression to further learning.
- Allowing students to develop an understanding of a broad range of scientific ideas.

Biology Course Content	Chemistry Course Content	Physics Course Content
• Cell biology • Organisation • Infection and Response • Bioenergetics • Homeostasis and Response • Inheritance • Variation and Evolution • Ecology	• Atomic Structure and Periodic Table • Bonding Structure • Properties of Matter • Quantitative Chemistry • Chemical Changes and Energy Changes • Rate and Extent of Chemical Change • Organic Chemistry • Chemical Analysis • Chemistry of the Atmosphere and Using Resources	• Energy • Electricity • Particle Model of Matter • Atomic Structure • Forces • Waves • Magnetism and Electromagnetism

Assessment

Double Award - Combined Science 6 x 1 ¼ hour exams **Triple Award** **Biology** 2 x 1 ¾ hour exams **Chemistry** 2 x 1 ¾ hour exams **Physics** 2 x 1 ¾ hour exams	For all papers, there are **2 tiers** of entry, foundation and higher, covering GCSE grades **9 - 1.** Foundation tier grades 5 - 1 Higher tier grades 9 - 4

Resources

Oxford AQA GCSE textbooks (Biology, Chemistry and Physics), CGP GCSE textbooks (Biology, Chemistry and Physics), Pearson Revision Guides + Workbooks (Biology, Chemistry and Physics)
Collins Revision Guide + Workbook (Science)
Kerboodle online resources subscription

Associated career opportunities

There are lots of career opportunities associated with Science. Many of our students go on to work in research, medicine, nursing, engineering, environmental science, veterinary, medicine, food science, marine biology, metrology …This list goes on!

RELIGIOUS EDUCATION

EDEXCEL

GCSE Religious Studies builds on Key Stage 3 provision and encourages students to develop their knowledge, skills and understanding of religion by exploring the significance of Religion and its impact in the 21st century.

The GCSE begins in the second term of **Year 9** where students begin to look at **Paper 3 Jewish Beliefs and Practices**. This is then developed In **Year 10**. Pupils then study **Paper 1 Roman Catholic Christianity in 4 units.** This allows students to focus in depth on the Catholic faith, by looking at beliefs, teachings, practices, sources of authority and forms of expression.
In **Year 11**, pupils will study **Paper 2, Philosophy and Ethics** and are tested on all papers at the end of Year 11.

Over the 2 years, students will develop confidence in:

- Understanding theological concepts and religious doctrines.
- Adopting an enquiring, critical and reflective approach to the study of religion.
- Exploring religion and beliefs while reflecting on fundamental questions.
- Enhancing their spiritual and moral development.
- The relationship between religious beliefs and the wider world.

Reflecting on the development of their own values and opinions in the light of learning.

Assessment	
Paper 1 **Written exam (50%)** Paper 2 **Written exam (25%)** Paper 3 **Written exam (25%)**	There is **one tier** of entry, covering GCSE grades **9 to 1.**
Resources **The following textbook can be purchased to support learning:** https://www.hoddereducation.co.uk/subjects/religious-education-philosophy/products/14-16/my-revision-notes-edexcel-religious-studies-fo-(1)	

Associated career opportunities
The skills learnt in RE are transferrable to a wide range of different career choices. The ability to communicate and empathise with people of different religious backgrounds is a 'soft skill' key to many careers, as are the more academic skills of evaluation and critical analysis.

French

AQA

The aims and objectives of the GCSE in French are to enable students to:

- develop their ability to use the language effectively for practical communication.
- form a sound base of the skills, language and attitude required for further study, work and leisure.
- offer insights into the cultures and civilisations of French speaking countries.
- develop an awareness of the nature of language and language learning.
- encourage positive attitudes to foreign language learning

All four papers cover topics from the following theme areas:

Theme 1: **People and lifestyle**	**Theme 2:** **Popular culture**	**Theme 3:** **Communication and the world around us**
Identity and relationships with others Healthy living and lifestyle Education and work	Free-time activities Customs, festivals and celebrations Celebrity culture	Travel and tourism, including places of interest Media and technology The environment and where people live

Assessment

Paper 1: Listening 25%
• Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier
• Dictation of short, spoken extracts
Paper 2: Speaking 25%
• Speaking using clear and comprehensible language to undertake a Role-play
• Carry out a Reading aloud task
• Talk about visual stimuli
Paper 3: Reading 25%
• Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier
• Inferring plausible meanings of single words when they are embedded in written sentences
• Translating from French into English
Paper 4: Writing 25%
• Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli
• Translating from English into French

For all papers, there are **2 tiers** of entry, foundation and higher, covering GCSE grades **9 - 1.**

Foundation tier grades 5 - 1
Higher tier grades 9 - 4

Resources It is advised that all students have their **own copy** of a dictionary, A5 size is recommended.
Revision guides recommended- BBC Bitesize revision guide and workbook, AQA revision guide and workbook.
Useful websites:
www.quizlet.com
www.kerboodle.com
www.senecalearning.com
www.languagenut.com
www.bbc.co.uk/bitesize
www.languagesonline.org.uk

Associated career opportunities
In addition to careers like interpreting and teaching, which require a high level of fluency, a language qualification is an important factor in a wide range of work opportunities such as business, engineering, law, retail and marketing, travel and tourism to name just a few.

ADDITIONAL SUBJECTS

ART,CRAFT AND DESIGN

AQA

Art and Design is an exciting and stimulating subject to study at GCSE. It gives pupils the opportunity to extend and develop skills gained in Years 7 to 9 and to produce a personal body of work that can be used for entry to creative A-Level courses and eventually art school or university. Extra-curricular opportunities are also provided that allow pupils to work with artists, designers and galleries.

Year 10 is very much focused on developing art skills and whilst Year 11 is aimed at developing personal themes and approaches to making art work. A large part of the course involves detailed critical and analytical skills in response to the work of artists, craftspeople and designers. Projects are designed to explore a variety of art, craft and design based approaches to making. These include drawing, painting, printmaking, mixed-media, sculpture, photography and Photoshop. In addition to timetabled lessons, pupils will be required to attend an hour of extra-curricular per week and will have opportunities to attend a range of gallery and research visits.

In Year 10, students focus on a 'Natural Forms' project, producing a final piece in response to their exploration and visit to Kew Gardens and Turners House.

In Year 11, students focus on a 'Cultural Identity Project' project and then will choose their own Exam theme for the second project from those provided by the exam board.

Assessment	
Unit 1 - Coursework **Portfolio (60%)** Unit 2 – Exam* **Externally set exam (40%)**	*An externally set question paper is provided to candidates, where they select a theme from the examples provided. After detailed preparation from February to April, a 10 hour exam is undertaken over two days. For both papers, there is **one tier** of entry, covering GCSE grades **9 to 1.**
Resources Students should review websites such as thestudentartguide.com as well as purchase key equipment such as acrylics, watercolours, tonal pencils and drawing pens which we offer to students once they start Year 10 Art.	

Associated career opportunities

Fine Art, Architect, Fashion, Print Maker, Animation, Film studies, Media, Photography, Model Making, Costume designer/set design, Illustrator and many more…

BUSINESS STUDIES

WJEC/EDUQAS

GCSE Business Studies is designed to widen student understanding of the way in which businesses operate in a dynamic, changing and competitive environment. This understanding is rooted in current business theory and practice and reflects the integrated nature of organisations and their decision-making processes. The following six topics are studied throughout the two years:

- Business activity
- Influences on business
- Business operations
- Finance
- Marketing
- Human resources

The subject content enables pupils to apply their knowledge and understanding to different business contexts, including businesses ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts.

Pupils will be expected to be familiar with current issues in business and develop an understanding of the dynamics of business activity. Pupils should also investigate the real business world to develop an understanding of contemporary business opportunities and issues

The GCSE Business Studies course is linear and therefore all assessment takes place at the end of Year 11 with 2 separate examinations. Both examinations assess content from all six topic areas, so learners will be required to draw together knowledge, skills and understanding from across the subject content in each assessment.

GCSE's qualifications are reported on a nine point scale from 1 to 9, where 9 is the highest grade.

A good standard of English is required for GCSE Business Studies as pupils are required to write reports, letters and other business documents. Pupils must also be aware that there is a substantial element of mathematics in the course, requiring a good grasp of mathematics.

Assessment	
Component 1 **Written exam, 2 hours (62.5%)** Component 2 **Written exam, 1hour 30mins (37.5%)**	There is **one tier** of entry for both papers, covering GCSE grades **9 to 1.**
Resources **Student Textbook:** WJEC and Eduqas GCSE Business (Hodder Education) **Online Material:** https://www.bbc.com/bitesize/subjects/zpsvr82	

Associated career opportunities

There are lots of career opportunities associated with business studies. Many of our students go on to work in accounting, management, economics, engineering, law, politics, psychology, marketing and retail.

COMPUTER SCIENCE

OCR

The aims of the GCSE Computing Science course are to encourage and enable candidates to:

- understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to Computer Science.

The course will also enable learners to develop:

- valuable thinking and programming skills that are extremely attractive in the modern workplace
- a deep understanding of computational thinking and how to apply it through a chosen programming language.

Component 01 focuses on **'Computer Systems'** and topics examined include: Systems Architecture; Memory; Storage; Wired & Wireless Networks; Network Topologies, Protocols & Layers; System Security; Systems Software; Moral, Legal, Cultural & Environmental Concerns.

Component 02 focuses on **'Computational Thinking, Algorithms & Programming'** and topics examined include: Algorithms; Programming Techniques; Producing Robust Programs; Computational Logic; Translators & Facilities of Languages; Data Representation.

Component 03 is a **'Programming Project'** in which students will be challenged by a range of engaging tasks (set by the exam board) to apply the knowledge and skills they have learned, to include: Programming Techniques; Analysis; Design; Development; Testing & Evaluation; Conclusions.

Assessment	
Component 01: Computer Systems **Written exam (50%)** Component 02: Computational Thinking, Algorithms & Programming **Written exam (50%)** Component 03: Programming Project **(Coursework)** (Practical project essential for the algorithm and programming aspects.)	The demands of the specification are such that placement on the course will be determined by students' KS3 Mathematics SAT level; a good Level 7 in Mathematics is required. For all papers, there is **one tier** of entry, covering GCSE grades **9 to 1**
Resources Textbook – OCR GCSE (9-1) Computer Science by S Robson & PM Heathcote Teach-ICT website; Various programming websites including learnpython.org and cplusplus.org. Other ZigZag materials.	

Associated career opportunities

There are lots of careers associated with Computer Science. These can include computer programmer, software developer, network engineer, web developer, database administrator and systems analyst.

DESIGN TECHNOLOGY

AQA

Students can elect to follow GCSE Design Technology.

During Year 10, students will complete **three** Design and Make projects and start on their GCSE coursework (Design and Making Practice). The three projects are designed to increase the student's skills, knowledge and understanding of the design process, the three main construction materials - wood, metal and plastics and composite materials. For the remainder of the Summer Term in Year 10 and into Year 11, students will work on their GCSE coursework (Design and Making Practice) including evaluation and testing and move onto a number of short practical tasks.

This will now include work with graphical and compliant materials. Students will also need to be familiar with textiles and processes associated with production of outcomes in this design area.

Assessment	
Paper 1 **Written exam (50%)** Paper 2 : Design and Making **Controlled Assessment (coursework) (50%)**	For this qualification, there is **one tier** of entry, covering GCSE grades **9 to 1.**
Resources Books for the New Design Technology specification: AQA GCSE (9-1) Design and Technology by PG ONLINE M J Ross. Plus we use the CGP new revision guide for GCSE AQA Design & Technology. Useful website: Technologystudent.com.	

Associated career opportunities

Future careers include product design, architecture, engineering, teaching, textiles design, fashion industry, model-making, set design, electrical engineering, electrician, automotive industry, armed services.

GEOGRAPHY- EDEXCEL (B)

The GCSE Geography course consists of three sections: Global Geographical Issues, UK Geographical Issues and People and Environment Issues. This allows students to understand the world around us and what impacts its future. A wide range of contemporary themes and issues are investigated within these topics.

Paper 1: Global Geographical Issues
This topic focuses on *Hazardous Earth* and includes studies of tropical storms, climate change and tectonic hazards. *Development dynamics* looks at developed, emerging, and developing countries around the world. The study of *Challenges of an urban world* looks at the opportunities and challenges associated with megacities.

Paper 2: UK Geographical Issues
This topic focuses on the *UK's evolving physical and human landscape*. The physical section involves the study of coastal and river landscapes and issues. The human section requires the study of a dynamic city in the UK – London. Fieldwork investigation is incorporated into this topic.

Paper 3: People and Environment Issues:
This topic involves, *People and the biosphere*, *Forests under threat* and *consuming energy resources*. All three topics will form the basis of a **decision-making** paper where students draw together their understanding and skills from the whole course by justifying an option of their choice.

<table>
<tr><th colspan="2">Assessment</th></tr>
<tr><td>Paper 1: Global Geographical Issues
• A written exam
• 94 marks 37.5% weighting
• 1 hour 30 minutes
Paper 2: UK Geographical Issues
• A written exam
• 94 marks 37.5% weighting
• 1 hour 30 minutes
Paper 3: People and Environment
• A written exam
• 64 marks 25% weighting
• 1 hour 30 minutes</td><td>There is one tier of entry for all papers, covering GCSE grades 9 to 1.</td></tr>
<tr><td colspan="2">Resources
• Edexcel B GCSE Textbook (Oxford)
• CGP Workbook and Answers
• Edexcel B Revision Flashcards (Paper 1-3)
• Royal Geographical Society: https://www.rgs.org/
• Cool Geography: http://coolgeography.co.uk/
• BBC Bitesize: https://www.bbc.com/bitesize/subjects/zkw76sg</td></tr>
</table>

Associated career opportunities
GCSE Geography provides a broad knowledge and skills based curriculum. It is therefore a useful asset for a diverse range of careers from environmental management to business and the public sector.

HISTORY

EDEXCEL

The GCSE History course brings together a study of people and events spanning over almost a thousand year period of time, thereby offering students the opportunity explore a broader range of history than ever before.

Paper 1: British Thematic Study – **Crime and Punishment in Britain c1000-present** (Historic Environment study – Whitechapel) - This module explores the change in attitudes towards crime and punishment in Britain between 1066 – up to date.

Paper 2: Period Study: **Super Power Relations 1941-1991** – This module takes a close look at the events and tension that occurred between the Superpowers (the USA and the USSR) after WW2 in the period known as the Cold War.

Henry VIII and his ministers (1509 – 1547) – This module explores King Henry's aim to be known as 'Henry the Great' and how he used people like Cardinal Wolsey and Thomas Cromwell to help him attempt to achieve his goal.

Paper 3: Modern Depth Study – **Weimar and Nazi Germany 1918-39** – This module explores how and why the Nazi Party came to power in 1933. It then continues to look at the impact of Nazi policies on the German population. In this study, students will be analysing sources from the time, as well as examining how these events have been interpreted by different historians.

Assessment	
Paper 1 – British Thematic Study with Historic Environment A written exam 52 marks 30% weighting 1 hour 15 minutes **Paper 2 – Period Study and British Depth Study** A written exam 64 marks 40% weighting 1 hour 45 minutes **Paper 3 – Modern Depth Study** A written exam 52 marks 30% weighting 1 hour 20 minutes	There is **one tier** of entry for all papers, covering GCSE grades **9 to 1.**
Resources The school will provide students with textbooks, notes and tasks covering the four modules. We do recommend that students may want to invest in the Pearson Edexcel History 9-1 revision modules and revision cards.	

Associated career opportunities

Careers associated with History are extremely wide ranging. History is a highly regarded subject; the Russell Group Universities highlight it as a 'foundation subject', which demonstrates that the transferable skills gained through the study of History are essential for a number of professions and university courses. Employers recognise the importance of the skills developed in History and like the fact that students become inquisitive, analytical and evaluative.

MUSIC

EDEXCEL

The GCSE Music course will allow students to study music as a practical, intellectual and creative subject with specialist pathways in performing and composing. The 4 areas of study recognise that we live in an age of cultural diversity :

1. **Instrumental Music 1700-1820**
2. **Vocal Music**
3. **Music for Stage and Screen**
4. **Fusions**

The aims of the course are to inspire and move learners to:

- develop broader life skills and attributes, including critical and creative thinking, aesthetic, sensitivity and emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation
- develop musical skills and interests, including the ability to make music individually and in groups
- enable students to understand and appreciate a range of different kinds of music from different cultures and different periods of history

It is highly advised that you are a minimum of Grade 4 standard in an instrument/voice and must be able to read basic music notation on commencement of the course.

The set works that are studied are :

- J.S. Bach: Brandenburg Concerto no.5 in D, 3rd movement
- Beethoven: Piano Sonata op.13 no.8 in C minor "Pathétique", 1st movement
- Purcell: "Music for a While"
- Queen (Freddie Mercury): "Killer Queen" from "Sheer Heart Attack"
- Stephen Schwartz: "Defying Gravity" from "Wicked"
- John Williams: "Main Title / Rebel Blockade Runner" from "Star Wars: Episode IV – A New Hope"
- Afro Celt Sound System: "Release"
- Esperanza Spoulding: "Samba Em Prelúdio" from "Esperanza"

Assessment	
Paper 1: Performing (solo & ensemble – one of each) **(30%)** Paper 2: Composing (2 pieces) **(30%)** Paper 3: Listening and Appraising **Written Exam (40%)**	For all papers, there is **one tier** of entry, covering GCSE grades **9 to 1.**
Resources: GCSE Music textbook (Pearson), GCSE Music Anthology & audio files (Pearson), GCSE Music Core Content Workbook (CGP), Music Theory Workbooks (ABRSM), GCSE Music Revision Guide (Rhinegold) & other materials (ZigZag), GCSE Music Practice Papers (Rhinegold, Faber), Sibelius (PC music notation software). Websites: Pearson Edexcel GCSE Music, BBC Bitesize, The Student Room, Yacapaca, Youtube.	

Associated career opportunities

Students choosing this subject can progress on to a career in teaching, performing, composing, conducting or even music therapy. They can also go into the Music industry - performing, managing, producing or promoting.

PHYSICAL EDUCATION (PE)

AQA

The GCSE PE course builds on the knowledge, understanding and skills established in Key Stage 3 Physical Education. It will give students exciting opportunities to be involved in a number of different physical activities, promoting an active and healthy lifestyle as well as developing extensive theory knowledge about the human body and aspects of physical fitness and sports.

Students have to perform in three sports as a participant.

Students are encouraged to have an interest in PE and sport, enjoy being active and appreciate the benefits of keeping fit and healthy.

The aims of the GCSE course are to:

- develop your knowledge and practical skills in a range of physical activities
- know and understand the key body systems and how they impact on health, fitness and performance in physical activity and sport.
- examine the effects of exercise and how training can improve performance
- find ways to improve your own performances through the use of data analysis
- identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity
- understand the importance of sports psychology on performance

Assessment	
Papers 1 and 2 (1hr 15mins) **Written exam (60%)** *Paper 3: Practical Performance **Controlled Assessment (coursework) (40%)**	*Paper 3 require students to carry out three practical performances in the role of player or participant (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). For all papers, there is **one tier** of entry, covering GCSE grades **9 to 1.**
Resources • AQA for GCSE (9-1) PE, Howitt and Murray (2016) • My Revision notes, AQA GCSE (9-1) PE, Second edition, Bizley • Revise AQA GCSE PE (9-1), Revision Guide, Pearson, 2018 • Revise AQA GCSE PE (9-1) Revision Workbook, Pearson, 2018 • Pocket Posters, Pocket Sized Revision Guide, GCSE Physical Education, Daydream education.	

Associated career opportunities

Students choosing this subject can look towards careers in Physiotherapy, Sports medicine, Sports Science, Elite sports analyst, Sports Journalist, Nutritionist, Personal Trainer, Teaching, Coaching, Leisure management.

BTEC Tech Award in ENTERPRISE (LEVEL 1/2)

Pearson

The BTEC Tech Award in Enterprise covers 3 distinct themes.

Component 1 Exploring Enterprises (Internal Written Assignment)
In this component, you will have the opportunity to develop knowledge and understanding of the different types of enterprise and their ownership, looking at the characteristics of small and medium enterprises (SMEs) and entrepreneurs with reasons for levels of success. You will understand the importance of having a clear focus on the customer and the importance of meeting their needs. This component will give you an understanding of the factors that contribute to a successful enterprise. You will develop transferable skills, such as research and data analysis, which will support your progression to Level 2 or 3 vocational or academic qualifications.

Component 2 Planning for and Presenting a Micro- Enterprise Activity (Internal Written Assignment)
In this component, you will use the research knowledge gained from Component 1 to consider a number of ideas before developing a plan for a realistic micro-enterprise activity. You will have the opportunity to plan how best to set up the chosen enterprise and how to fund it. You will need to take responsibility for creating and then delivering a pitch for your developed idea to an audience using your knowledge of business, and demonstrating entrepreneurial characteristics, qualities and skills. In the final part of the component you will use feedback to review your plan and pitch for the micro-enterprise activity, reflecting on your plan, your pitch and the skills you demonstrated when pitching

Component 3: Marketing and Finance for Enterprise (External Synoptic Written Exam)
In this component, you will assess and analyse financial information in an enterprise context to monitor the performance of an enterprise and strategies to improve its performance. You will investigate cash flow forecasts and statements, exploring the effects that positive and negative cash flow can have on an enterprise, and suggesting ways to improve them. You will consider the different elements of the promotional mix in order to be able to identify target markets and put forward strategies that enterprises can use to increase their success in the future.

Assessment	
Component 1 **Written Assignment (coursework) (30%)** Component 2 **Written Assignment (coursework) (30%)** Component 3 **Written Exam (40%)** 2 hours - 60 marks	For all components, there is **one tier** of entry, covering BTEC Tech grades **Distinction, Merit and Pass.**
Resources **Student Textbook:** BTEC Tech Award Enterprise Student Book 2nd Edition (Pearson) **Online Material:** http://www.beebusinessbee.co.uk/	

Associated career opportunities
There are lots of career opportunities associated with Btec business studies. Many of our students go on to work in business related apprenticeships e.g. finance or marketing or go on to work in retail, engineering and business ownership.

BTEC Tech Award IN SPORT (LEVEL 2)

EDEXCEL

The BTEC Tech Award in Sport covers 3 distinct themes.

Component 1
Preparing Participants to Take Part in Sport and Physical Activity
This component focuses on the different types of physical activity and providers, the needs of participants, barriers to participation and ways to overcome these barriers. Equipment and technology required to take part in sport is also included. Learners will also develop an applied understanding of physiology and anatomy as they learn how to plan and deliver a warm-up to prepare participants to take part in sport and physical activity

Component 2
Taking Part and Improving Other Participants Sporting Performance
This component focuses on the components of fitness and how they are used in different types of sport; practical participation in sport and the rules and regulations in sport and ways to improve other participants' sporting performance through planning and delivery of sports drills and conditioned practices.

Component 3 (Externally Assessed):
Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity
This component focuses on developing Fitness to Improve Other Participants Performance in Sport and Physical Activity requires learners to use theoretical knowledge and understanding of applied anatomy and physiology, movement analysis and physical training so that they can use this knowledge to analyse and evaluate performance and devise informed strategies for improving/optimising their own practical performance.

<table>
<tr><th colspan="2">Assessment</th></tr>
<tr><td>Component 1
Written Assignment (coursework) (30%)
Component 2
Written Assignment (coursework) (30%)
Component 3
External Synoptic (40%)
1hr 30min - 60 marks</td><td>For all papers, there is one tier of entry, covering BTEC grades Distinction, Merit and Pass.</td></tr>
<tr><td colspan="2">Resources
Student Textbook: BTEC Tech sport Award Student Book 2nd Edition (Pearson)</td></tr>
</table>

Associated career opportunities
Students choosing this subject can look towards careers in sports coaching, teaching, physiotherapy or nutrition.

PROGRESSION ONTO SIXTH FORM STUDY

Sixth Form is, for most pupils, 2 years of further study. Our Sixth Form currently has over 300 young men and women, following a range of courses, dependent on their personal aspirations and GCSEs attained at the end of Year 11. We are very proud of our long tradition of academic success in Sixth Form and in supporting all pupils to secure their chosen university place and career choice; each year the majority of our Sixth Formers continue their studies at the top Russell group universities.

Our senior pupils are high achieving and successful, placing Gunnersbury Sixth Formers amongst the top performing students in the country. Gunnersbury pupils go on to study at Oxford, Cambridge, Imperial College, UCL, York, Durham, King's College and Bristol, to name a few.

All of our Sixth Form qualifications lead to university entry. We currently offer the following subjects at 'A' Level : English Literature, Biology, Chemistry, Physics, Mathematics, Further Mathematics, Computer Science, French, Spanish, History, Geography, Business Studies, Economics, Psychology, Art and Design, Design Technology. 'A' Levels are graded at A* to E.

In addition, we offer 2 BTEC Extended Diploma courses (Business and Sport) and these are awarded Distinction*, Distinction, Merit and Pass grades (equivalent to 3 full A2 levels at grades A* to E).

To complement their academic studies our Sixth Formers follow a core curriculum of Living Faith, Core RE and tutor periods. Pupils can gain additional qualifications through work done in their subjects and in Community Volunteering. A wide range of activities and opportunities offer breadth and balance, developing leadership and independent skills, important for life at university and the world of work. These include:

Aquinas Programme	First XV rugby
Young Sports Leader Award	Eton College Summer School
University Summer School	Work Experience
Prefects	Duke of Edinburgh Gold Award
Senior Engineering Challenge	Debating Society

Sixth Form pupils play a major part in the school community (helping younger boys through paired reading, classroom teaching assistants and charity work) and their involvement with the lower school is valued by all.

INFORMATION FOR PARENTS

Parents and guardians often have more questions about option choices than students. They also have an important role to play. Please read this section carefully and contact us if you would like further clarification.

You have an essential part to play in the choices process. In particular, we ask you to help your son by discussing the process and choices with them and helping them to make good choices that will help them fulfil their potential and give them a good platform from which to move onto their next stage of education, training or employment with training.

Some frequently asked questions by parents…..

Where do I start?
The best advice is to talk through with your son which subjects they are good at, enjoy and feel they will be able to commit two years of their school lives to. Another important consideration would be to achieve a balance of courses that allows for flexibility in choices post-16.

Why can't a student take more subjects?
To achieve well at Key Stage 4, students need more time to study the subjects they have chosen. They must also study the 'core' subjects by law. There are only so many hours in the day therefore some subjects must be dropped. It is also our firm belief that it is not in any student's interest to study too many subjects – employers and universities value high quality outcomes in a range of subjects over huge numbers of qualifications.

Why are you asking for my son to make other choices?
By asking for a rank order of preferences we are able to more accurately run the courses and combinations of courses that our students want to take. This is a difficult thing to achieve as there are lots of possible combinations with only a fixed number of staff, rooms and facilities in school. We anticipate being able to offer most students most of their most preferred courses, but by asking for more choices we hope to be able to offer their more preferred alternatives should difficulties arise.

Why does the whole process take so long?
Once students have told us what they would like to take we have to work out if we can staff, room and timetable what they have asked for. This takes time. We also like to leave enough time to support students that are finding the process difficult.

If my son drops subject X can they do it at A' Level?
A small number of subjects require students to have taken the subject at GCSE before accepting them on to an A' Level course, others do not.

Does a student need to study subject Y to go on to be a (vet/lawyer/engineer)?
As a rule, it is more important that a student achieves well in whatever subjects they do in Year 10 and 11 rather than worry about exactly what subjects they take. The actual choice of subjects becomes more important after the age of 16. There are some exceptions to this. For specific career advice, students may make an appointment with our career's advisor, at the school.

What are BTEC qualifications?
There are types of qualifications at Key Stage 4. GCSEs (General Certificate in Secondary Education) are the traditional qualification for this age group. They are largely knowledge-based qualifications, assessed by examination. GCSEs are a suitable route through to A' Level study in a subject.

'Applied' qualifications, such as BTEC's teach a mix of knowledge and skills and are assessed mainly through project work, but with some external assessment. They are general qualifications, like GCSEs, but are based around a vocational area rather than a traditional subject. Therefore they are good preparation for further vocational study post-16, apprenticeships or employment.

All the above qualifications are valued through the national qualifications framework as 'equivalent' to each other i.e. their value can be expressed in relation to GCSEs. This equivalence is expressed in terms of Levels. Level 2 courses are equivalent to grades 9-4 or A*-C grades at GCSE. We choose the subjects we offer students very carefully in order to ensure that they are highly regarded by Universities, Colleges and employers and all have been approved by the Department for Education as being appropriate for Key Stage 4 students.

What type of courses should my son take?
Any of the courses described above (GCSE or BTEC) are acceptable towards entry to the Sixth Form or college. However, it is preferred that most subjects are studied as GCSEs for entry onto A' level courses. When students opt for a subject in which there is more than one 'type' of qualification the relevant department recommends which course the students should study. This decision is made by considering a range of factors, including;

- The student's intended destinations (e.g. Sixth Form, college, employment with training)
- The student's aptitude towards different types of learning and assessment (e.g. for project based work, tests, factual recall)

The overall mix of courses for each student is then examined to ensure that the student is entered for an appropriate mix of subjects and course types given their aptitudes and likely destinations post-16. The course allocations will be communicated to students and parents in the summer term via letter. Where a parent feels strongly that a particular type of qualification is more suitable (e.g. GCSE instead of BTEC or vice versa) these views will be taken into account. However, the final decision as to course allocation is made by the school.

What are the differences between the Combined Science (double award) course and the Separate Science (triple award) option?
Students study either Combined Science (which incorporates aspects of Biology, Chemistry and Physics) and they will enter for a double award Science qualification (i.e. two GCSEs in Science); or the higher attaining and committed Science students will be offered the opportunity to take Separate Sciences (i.e. separate GCSE courses for each of the three Sciences). Students who achieve a high grade in Combined Science or Separate Science subjects will be able to study Sciences at A level.

To whom do I speak if I have a question?

- If you need any help or have any questions please contact: Parentsyear09@gunnersbury.hounslow.sch.uk